DOCUMENT RESUME

ED 376 784 HE 027 922

AUTHOR	Wilkie, Carolyn; Foreman, John, Ed.
TITLE	Statewide Survey of Developmental Education in Pennsylvania. Trends in Developmental Education: Research and Practice. Monograph #1.
INSTITUTION	Pennsylvania Association of Developmental Educators.
PUB DATE	94
NOTE	63p.
PUB TYPE	Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*College Instruction; College Students; *Developmental Programs; Higher Education; *Institutional Research; Learning Disabilities; Limited English Speaking; Private Colleges; *Remedial Instruction; Remedial Programs; Special Needs Students; State Colleges; Surveys; Tutorial Programs; Two Year Colleges
IDENTIFIERS	*Pennsylvania

ABSTRACT

A state-wide survey of Pennsylvania colleges sought to document the developmental education programming and remedial services these institutions offer their students. A 100-item questionnaire was sent to all 189 institutions that award undergraduate degrees and certifications. Eighty institutions responded. Findings include the following: (1) most institutions offered assistance in writing, math, reading, and study skills and less frequently in science; (2) other common programming included freshman seminar classes, summer or pre-college programs, special advising/counseling services, placement testing, and campus-wide tutoring programs; (3) colleges especially targeted special admissions students, learning disabled, and English-as-a-Second-Language students for services; (4) the highest participation rate was for writing help followed by help with math, reading, and study skills; (5) 64 percent of programming was offered through a decentralized structure though a centralized structure was more typical in the 2-year institutions; (6) 89 percent of responding institutions conducted evaluations of their developmental education services on a regular basis using multiple variables; and (7) the most common primary operational definition of developmental education programming was a remedial one though developmental definitions were also common. Appendixes contain the survey and its cover letter. (JB)

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STATEWIDE SURVEY

OF DEVELOPMENTAL EDUCATION

IN PENNSYLVANIA

(MONOGRAPH #1)

PADE MONOGRAPH SERIES:

Trends in Developmental Education:

Research and Practice

CAROLYN WILKIE, Author

JOHN FOREMAN, Editor

1994

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Printed in the United States of America by The Community College of Allegheny County, Pittsburgh, Pennsylvania 15212. April, 1994

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INTRODUCTION

JOHN FOREMAN, EDITOR

As former President of PADE, an active PADE member, and a seasoned developmental educator, it is my pleasure to act as Editor of this premier publication in our new monograph series, "***Trends in Developmental Education: Research and Practice***," published by the Pennsylvania Association of Developmental Educators (PADE).

This monograph series is intended to provide a publication outlet for research that is of a pilot nature or which is of particular significance to Pennsylvania's developmental education programs. Some of the publications in this series may be studies of the magnitude of this initial report, "***Statewide Survey of Developmental Education***." Others may be a series of shorter reports centering on specific issues of importance to developmental educators with a variety of job functions -- counselors, administrators, tutors, and/or instructors. Still other publications in this series may focus on issues of importance throughout the state, such as program evaluation or funding.

This first monograph, conducted and authored by ***Carolyn Wilkie***, a faculty member with 20 years of experience in developmental education at Indiana University of Pennsylvania, reports the results of a survey of developmental education programming throughout Pennsylvania. The report provides us with valuable information about many aspects of our programming,

such as the types of services offered, the extent to which credit is awarded for courses, staffing patterns, organizational structure, and operational definitions of "developmental education."

This monograph would not have been possible without the guiding efforts and support of the PADE Board of Directors, the cooperation of the institutions that responded to the survey, and the Review Board, which I especially thank for their intensive work on this project.

Current members of the PADE Monograph Review Board are:

* ***Ms. Maureen Stradley***, current PADE President and developmental education professor at the Community College of Allegheny County;

* ***Dr. Louis Tripodi***, former PADE President and developmental educator at Clarion University of Pennsylvania;

* ***Dr. Sally Lipsky***, a former member of and contributor to PADE's Newsletter Committee and a developmental educator at Indiana University of Pennsylvania;

* ***Mr. Bruce Skolnick***, member of PADE's Board of Directors, co-chair of the Membership Committee, and a developmental educator at Edinboro University of Pennsylvania;

* ***Ms. Joan Saroff***, current NADE/PADE Political Liaison, former PADE President, and current developmental education professor at the Community College of Allegheny County; and,

* ***Mr. John Foreman***, former PADE president and Director of the Act 101 Program at Shippensburg University of Pennsylvania.

Introduction

I hope that this new publication series is of value to the PADE membership as well as to developmental educators nationally. I invite your submission of ideas for future monographs and/or papers.

SUMMARY/ABSTRACT

CAROLYN WILKIE

INDIANA UNIVERSITY OF PENNSYLVANIA

In 1992, PADE, a NADE affiliate, sponsored a statewide survey of developmental education programming to ascertain the nature and extent to which remedial and developmental services (i.e., "***developmental education services***) are provided in Pennsylvania. The 100-item questionnaire was sent to all of Pennsylvania's 189 institutions that award undergraduate degrees and certifications. Eighty (42.3%) of the institutions responded by the deadline.

The present paper will discuss the design and results of the survey and draw comparisons, where applicable, with two recent national studies -- **College-Level Remedial Education in the Fall of 1989** (National Center for Education Statistics, May 1991) and **National Study of Developmental Education: Students, Programs & Institutions of Higher Education** (Boylan, H.R., Bonham, B. E., & Claxton, C. S., 1992, November).

A follow-up survey completed by 42 Pennsylvania institutions shows that the ***predominant operational definition*** of "developmental education," is "**education to remediate deficiencies** . . . ." More holistic, developmental definitions are also used, but to a lesser extent.

Summary

The majority of responding institutions offer assistance in the areas of writing, math, reading, and study skills; however, less frequently offered is assistance with science. In addition to these skill-oriented developmental education services, other common programming includes:

* **Freshman seminar classes**, offered in 57% of the responding schools.

* **Summer or pre-college programs**, offered in 62% of the schools but required only of some students.

* **Special advising/counseling services**, available at 79% of the schools, and required of students in 67% of the schools where they are available.

* **Placement testing**, required of all first-year students in 78% of the responding PA institutions.

* **Campus-wide tutoring programs**, offered at 87% of the PA institutions that responded to the survey.

The primary instructional formats by which services are offered in Pennsylvania's institutions differ by service area; i.e., study skills assistance is usually offered via graduating credit courses and non-credit group instruction; the most common format for reading is the institutional-credit course, but graduating credit courses and individualized tutorials are also common formats; the most predominant format for writing is the institutional-credit course. When assistance is offered for science, the most common format is the individualized tutorial.

Is credit awarded for participation? Again, the answer depends on the content area. Instruction is offered via courses more characteristically in Pennsylvania than it is nationally

(NCES, 1991), but judging from this study, it seems as though students nationally are receiving institutional credit for developmental education instruction to a much greater extent than students in Pennsylvania are. In turn, Pennsylvania schools provide no credit to a much greater extent than do schools nationally.

The PADE survey indicates that the target groups are fairly equally divided among the general student body, Act 101/EOP students, and other special admissions students. LD and ESL students are also targeted for assistance. Common referral sources for developmental education services are the admissions process, college counselors/advisors, instructional faculty, self-referrals, and the placement testing process.

The PADE survey sought to acquire information about the extent to which developmental education services are provided. Again, the results show that there are differences by content area. In rank order, the highest participation rate is for writing, followed respectively by math, reading and study skills. Many schools do not separate their reading and study skills services, so that may account for the comparatively lower rankings of the last two services.

Administratively, 64% of developmental education programming is offered through a ***decentralized structure***, although a centralized structure is more typical in the 2-year than in the 4-year schools (46% vs 27%). The PADE survey also shows that most developmental education programming is offered through Academic Affairs (64%), and more commonly through

traditional academic departments than through other units such as learning centers, tutorial centers, and counseling centers. In about 20% of Pennsylvania's schools, the services are offered by both traditional academic departments and separate service units; however, there are differences by content area in administrative structure.

Another area that the PADE survey investigated was *evaluation of services*. Results show that most (89%) responding schools conduct evaluations of their individual developmental education services on a regular basis, and that they judge effectiveness on multiple variables.

The conclusions that we can reach are tentative for a number of reasons. First, the response rate was statistically valid, but relatively low. Second, the many variations in definitions and in programming made interpreting the survey difficult. Third, some of the topics included in the survey may have been more characteristic of some types of institutions than others. Taking these issues into consideration, however, the PADE survey data show the following trends:

1) The majority of Pennsylvania's postsecondary degree-granting institutions offer developmental education programming consisting of both academic services and special advising/counseling services.

2) Within the major emphases areas (study skills, reading, math, writing), services are typically offered in a group format.

3) The most common primary operational definition of developmental education programming in Pennsylvania is a remedial one; however, developmental definitions are also common.

Summary

4) The types of developmental education programming provided in Pennsylvania mirror national trends, with two main differences:

a) First, Pennsylvania's schools (especially the 4-year schools) favor a decentralized rather than a centralized structure.

b) Second, in Pennsylvania there is a greater tendency to award "no credit" for developmental education services than there is nationally.

5) The primary developmental education programming services offered in Pennsylvania reflect some of the "best practices" elucidated in the Boylan, Bonham, and Claxton (1992) project, including providing special advising/counseling programs, mandatory placement testing, and program evaluation.

The PADE survey was not designed to assess the extent to which Pennsylvania's schools include the other "best practices," identified in this study.

Recommendations for future research and action are provided at the end of the report.

REPORT

PADE STATEWIDE SURVEY OF DEVELOPMENTAL EDUCATION IN PENNSYLVANIA

WHAT IS PADE?

The Pennsylvania Association of Developmental Educators (PADE) was founded in 1979 to address the needs and interests of educators in the emerging field of "developmental education." They were employed in growing numbers as faculty, counselors, administrators, and advisors in almost every type of postsecondary institution in the state. PADE's annual membership of approximately 300 is still diverse and growing. PADE is committed to the principle of equal educational opportunity for all persons with the potential to achieve the goals of specific postsecondary institutions.

PADE's mission within the commonwealth is three-fold:

(1) to serve as the principle voice for developmental education;

(2) to enhance the status and understanding of "developmental education;" and,

(3) to provide for the professional growth and development of administrators, educators, counselors, and others involved with developmental education.

PADE's primary purpose, then, is to assist underprepared students to reach their potential in postsecondary education. To meet those goals, PADE sponsors a variety of professional activities including:

(1) ***research***, such as the research leading to this monograph
(2) a regularly-published ***newsletter***
(3) an annual ***conference***

(4) regional ***workshops and meetings***
(5) ***political awareness*** of issues related to developmental education, and
(6) ***annual awards*** for exemplary performance in specific areas of developmental education

PADE is headed by a "Board of Directors" consisting of representatives from 4-year and 2-year public and private institutions and three "at-large" members. Board meetings are held at least four times each year, and various subcommittee meetings are held more frequently throughout the academic year.

PADE is also a state affiliate of "***NADE***," the National Association of Developmental Educators. In this role, PADE was a primary co-sponsor of the 1992 annual NADE Conference, held in Washington, D.C.[1]

WHAT ARE THE PURPOSES OF THE CURRENT RESEARCH?

In 1992, the Board of Directors of the Pennsylvania Association of Developmental Educators (PADE) sponsored a statewide survey of developmental education (hereafter referred to as DE) programming -- a project which to date few, if any, states have accomplished. PADE was motivated to complete the statewide survey by both internal and external concerns. The purposes of the survey include:

> ***1) to provide the state association with baseline information about the extent and types of DE programming throughout Pennsylvania;***
>
> ***2) to form a basis for discussing more clearly and concretely the status of DE with our state and federal legislators;***
>
> ***3) to use as a tool to inform professionals involved in DE about its status throughout the state; and,***

4) to use as a basis for strategic planning, including a review of the mission statement and present goals, and designing a plan for future directions.

HOW IS THIS MONOGRAPH ORGANIZED?

This monograph presents four aspects of the study: methodology; results in "raw data" terms; discussion of results by institution type; and, comparison of the results with those of two recent national reports:

> ***College-Level Remedial Education in the Fall of 1989*** (also known as the "***Fast Response Survey***") (National Center for Education Statistics, May 1991), and the
>
> ***National Study of Developmental Education: Students, Programs & Institutions of Higher Education*** (National Center for Developmental Education, November 1992).

The reader may find it helpful to know some basic information about these national reports. Although the title "***College-Level Remedial Education*** . . . " might imply that the first report addresses ***only remedial education***, the operational definition used in this national survey includes ***both*** remedial and developmental education (NCES, p. 46). This issue of what is also known as the "***Fast Response Survey***" was an update of the one conducted by the same agency in 1983-84. Using appropriate stratified sampling procedures, the survey was conducted among 473 higher education institutions representing 2,874 institutions serving freshmen. The results, however, are generally not presented by institution type. Because of the enhanced readability of a shorter title, the "***College-Level Remedial Education***" study will be referred to as the

"***Fast Response Survey***" throughout the present monograph.

The second national survey, ***National Study of Developmental Education: Students, Programs & Institutions of Higher Education***, reports the results of a longitudinal study of a sample of students who participated in developmental education programs in 1984/85. As reported at the First National Conference on Developmental Education (November 1992), this research establishes the "***best practices***" in developmental education as determined by graduation and persistence rates. For efficiency and general readability, this study will be referred to in this monograph as the "***NCDE Report***."

WHAT METHODOLOGY WAS USED FOR THE PADE SURVEY?

Questionnaire (rf: Appendix B): A 100-item survey was constructed based on knowledge of the literature and discussions about issues of relevance to different types of institutions and programs. In December 1991, the original instrument was piloted among the PADE Board of Directors in reference to their own institutions, which represented both 4-year and 2-year public and private colleges and universities. Some relatively minor modifications were made to the instrument following this piloting process.

To increase the probability of achieving a statistically-acceptable return rate of at least 40%, the questionnaire was designed to be completed in as little time as possible; therefore, an objective response format was used, with opportunity given to comment. This format was also selected so that the data could be entered more easily into a database in order to make broad

comparisons across institutions. Additionally, this format was likely to encourage respondents to complete the survey.

The survey's sections include:

* ***institution characteristics***
* ***types of programming offered/formats of services***
* ***types of credit awarded***
* ***target groups and referral sources***
* ***administration and staffing***
* ***training and inservice programming offered to the instructional personnel***
* ***evaluation of services***

Survey Population: In February 1992, the surveys were mailed to the chief academic officers of **all** 187 institutions within Pennsylvania that offer baccalaureate degrees and certification programs, including the separate Commonwealth campuses of The Pennsylvania State University. (The **1991 HEP Higher Education Directory** was used to identify the institutions.) In the introductory letter (Appendix **A**), it was requested that the survey be forwarded to the person or office that works most directly with developmental education. The response deadline was March 26, 1992. A reminder notice was sent to non-respondents two weeks prior to the deadline.

WHAT DO THE RESULTS SHOW ABOUT DEVELOPMENTAL EDUCATION IN PA? (rf: Appendix C)

Response Rate: *Eighty* (80) institutions completed and returned the original survey. This 43% response rate met our goal of a minimum 40% response rate. Institutions of each major type were represented among the respondents (17 4-Year Public, 34 4-Year Private, 15 Public 2-Year, 9 Private 2-Year, and 5 "special purpose institutions" (such as seminaries, proprietary schools, and military

academies).

Operational Definitions of "Developmental Education" Used in PA: Variations in the responses provided on the first survey led to a brief follow-up survey to determine how programs define "developmental education" (DE). Various definitions focusing both on traditional "remedial" education and the more holistic "developmental" education were listed and respondents were asked to rank their institutions' working definitions. Forty-two (42) of the 78 institutions that completed the original survey *and* which had DE programs responded to the "definition" survey.

As Table 1 shows the most frequent operational definition of "developmental education" DE in Pennsylvania is one of *remediation*; however, developmental definitions are also commonly used.

Table 1

Operational Definitions of "Developmental Education"*

(Responses in Rank-Order. Identical rankings indicate equal or very similar total scores.)

1. Education to remediate skill deficiencies in areas like math, reading, and writing so as to increase the probability of success in other (or "regular") college course work involving these skills. (= remediation)

2. Academic support services to assist students to improve their performance in courses in which they are currently enrolled. (= developmental)

3. Educational services to develop "basic skills," with those skills presumed to be generally discrete, definable, and sequential. (= remediation)

4. Education to strengthen and/or broaden certain academic skills, such as reading, writing, and math; but not undertaken from the context of "remediating deficiencies." (Roueche) (=developmental)

5. Educational services for students with general or specific "learning problems," regardless of the cause of the problem(s).

6. General support services designed to assist students to adjust to college. (= developmental)

7. Educational services for students with "learning problems" that have certain presumed causes (such as educational "disadvantagement") or which can be clinically diagnosed (such as learning disabilities).

8. Education to strengthen and broaden diverse talents of students, whether academic or not. (Cross) (= developmental)

*Results based on responses from 42 Pennsylvania institutions

Traditional Academic Programming, Formats and Types of Credits Offered in PA: The first set of questions (#5 - 9) asked which

primary format is used to provide services in each conventional academic skill area listed in the survey. Tables 2 & 3 show the frequency with which formal courses are offered and the types of credit awarded for services.

Table 2

Percentage of Schools (US & PA) Offering Formal Courses per Programming Component

Content Area	Fast Response Survey*	PADE Survey
Reading	58%	68%
Writing	65%	79%
Math	68%	72%

*** National Center for Education Statistics (1991). College-level remedial education in the Fall of 1989.**

As indicated above, formal group instruction is more frequently most common in Pennsylvania for the traditional "skills" areas of **math**, **reading**, and **writing** than nationally. (The same is true of **study skills**, which is not represented in the above chart since it was not included in the "***Fast Response***" survey.) About one-third of Pennsylvania's responding institutions offer ***graduating credit*** for **DE** courses in these areas. Additionally, ***slightly less than one-third*** of the responding institutions offer ***institutional*** (non-

graduating) ***credit*** for these services. It is interesting to note that of the schools that have a system of awarding institutional credits, two-thirds count these credits in the grade point average.

Table 3

Type of Credit Offered for Developmental Education Services (US & PA)

Content Area/ Credit Type	Fast Response Survey	PADE Survey
Reading - No Credit	12%	21%
- Institutional	66%	36%
- Degree	21%	25%
- Not Offered	?	18%
Writing - No Credit	10%	21%
- Institutional	67%	52%
- Degree	23%	28%
Math - No Credit	11%	26%
- Institutional	69%	49%
- Degree	20%	25%

The PADE survey also explores the number of courses available and credits awarded. Since a national view of this information was also presented in the ***Fast Response Survey***, our survey results will be discussed in reference to this survey, where applicable.

1) Format: Based on our survey, Pennsylvania offers developmental education instruction via courses more commonly than schools nationally do.

2) Credit: Although there appears to be a trend that Pennsylvania schools offer instruction via courses to a greater extent than schools nationally do, it seems as though students nationally are receiving institutional credit for developmental/ remedial instruction to a much greater extent than are students who attend Pennsylvania's institutions.

In turn, Pennsylvania's institutions award "no credit" to a much greater extent than do schools nationally.

The results ***per content area*** are discussed below:

3) Reading: In Pennsylvania, the most common format used for DE instruction in reading is the institutional-credit course, but graduating credit courses and individualized tutorials are also common formats.

Twenty-one percent (21%) of the Pennsylvania schools award no credit; nationally, it's 12%. In Pennsylvania, 36% of the schools offer courses that carry institutional credit; nationally, 66% of the schools award institutional credit for reading instruction. In Pennsylvania, 25% of the PADE survey respondents award degree credit for reading instruction; nationally, it's 21%. (In Pennsylvania, 18% of the schools offer no courses in developmental/remedial reading.)

4) Writing: The most predominant format used in Pennsylvania for DE instruction in Writing is the institutional credit course. For developmental/remedial writing, 21% of the Pennsylvania schools award no credit for developmental/remedial instruction; nationally, it's 10%.

In Pennsylvania, 52% of the schools offer courses that carry institutional credit; nationally, it's 67%. In Pennsylvania, 28% of the survey respondents award degree credit for developmental/remedial writing instruction; nationally, it's 23%.

5) Mathematics: Again, the most predominant format used for DE instruction in Mathematics in Pennsylvania is the institutional-credit course. For developmental/remedial mathematics, 26% of the Pennsylvania schools award no credit; nationally, it's 11%. In Pennsylvania, 49% of the schools award institutional credit for these courses; nationally, it's 69%. In Pennsylvania, 25% of the respondent schools award degree credit; nationally, it's 20%.

6) Study Skills: This area is not addressed in the national report; however, the instructional formats used most frequently in Pennsylvania are graduating credit courses (38%) and non-credit group instruction (33%).

Other DE Programming Common in Pennsylvania: Some of the other DE programming that is typically offered by Pennsylvania's institutions include *freshman seminar classes*, *summer or pre- college programs*, *assistance with science*, *ESL* services, and *advising/counseling services* specifically geared toward DE students. In contrast to the more traditional academic services listed above (ex., reading, math), these other services tend to be offered through less formal means, such as tutorials or non-credit classes. Additional information about each of these services is given below. Where relevant, the PADE Survey results will be compared with those of the ***Fast Response Survey*** and/or those of the ***NCDE Report***.

7) Freshman seminar classes, which are offered in 57% of the responding schools, typically carry graduating credit rather than institutional credit or no credit.

8) Summer or pre-college programs, which are offered in 62% of PA's schools, typically carry either institutional credit or no credit rather than carrying degree credit. This component tends to be required of only some students.

9) Special advising/counseling services are offered for DE students at 79% of the schools that responded to this survey. Student participation in this set of services is *required* in 67% of the schools where it is available.

(It is important to note that the study conducted by the ***National Center for Developmental Education (NCDE)*** found that special advising/counseling services were correlated positively with student success, and that 71% of the schools offered this service. The ***Fast Response Survey*** indicated that 82% of institutions offer this service. Pennsylvania's rate of 79% compares favorably with these figures.)

10) Placement testing is required of *all* first-year students in 78% of the responding Pennsylvania's institutions.

(The ***NCDE*** study indicates that **mandatory assessment** is a programming element that is correlated positively with student success. In the national sample, 76% of the schools provided this service. Pennsylvania's rate is consistent with the national average.)

11) A campus-wide tutoring program is offered at 87% of the Pennsylvania institutions that responded to the survey.

(The ***NCDE*** study also found that tutoring programs, *with tutor training*, was a component related positively to student success. The PADE survey did not include any questions about the training of tutors -- just the existence of a campus-wide tutoring program. The ***Fast Response Survey*** shows that 85% of the schools provided peer tutoring services as of 1989.)

Types and Patterns of "DE" Programming Per Institution Type:

Study Skills: The PADE Survey shows differences by institution type in the organizational patterns by which study skills assistance is offered. Pennsylvania's 4-year public institutions most frequently offer study skills instruction via non-credit workshops; the 4-year private institutions tend either to offer study skills courses for graduating

credit or to offer this instruction via non-credit workshops; the 2-year private institutions tend either to offer this instruction for graduating credit or through individualized tutorials; and the 2-year public institutions show a strong trend toward providing study skills instruction via non-credit courses.

Reading: The 2-year public institutions show a strong tendency to offer reading instruction for graduating credit, while the 4-year public institutions show a tendency to offer reading instruction on an institutional-credit basis. The most frequent responses of the 4-year private institutions were that reading instruction was offered via individualized tutorials or that reading instruction was not offered. The 2-year private institutions did not show a tendency toward any particular organizational pattern.

Writing: Again, the 2-year private institutions did not demonstrate a definite organizational preference. The trend in the 4-year private institutions is to provide this instruction via tutorials and graduating credit courses. The public institutions show a strong tendency toward offering this instruction via institutional-credit courses.

Math: The tendency in the public institutions is to provide developmental math instruction in a course format that carries institutional, non-graduating credit. The 4-year private institutions offer this instruction most frequently via tutorials, graduating-credit courses, and institutional-credit courses. The 2-year private institutions again do not show a particular organizational preference.

Science: Most institutions indicated that they do not offer DE assistance in this area. Of those who do, assistance is most generally provided via an individualized tutorial format.

Freshman Seminar: A slight majority of 2 & 4-year public institutions offer freshman seminar classes for graduating credit. The others in these categories do not provide this service. Private 4-year institutions tend to offer these classes for graduating credit, and most private 2-year institutions do not offer these classes.

Summer Programs: Summer programs are offered to a greater extent by 4-year public institutions than by other institution types. In these institutions, the course work tends to carry both institutional and graduating credit, depending on the courses students take. In the 4-year private and the 2-year public institutions, there is a tendency to offer courses that carry institutional credit. The 4-year schools require summer program attendance by DE students to a greater extent than the 2-year schools do.

Placement Testing: There is a very strong trend toward requiring placement testing of first-year students at institutions of all types.

English-as-a-Second-Language (ESL): The majority of the 4-year schools offer ESL programming, but only approximately one-half of the 2-year schools indicated that they offer it.

Campus-Wide Tutorial Assistance: This service is offered by the majority of institutions of all types.

Services for Learning Disabled Students: Such services are offered by the majority of 4-year schools and by the majority of 2-year public institutions. Approximately one-half (1/2) of the 2-year private schools offer services specifically for LD students.

Which "DE" Courses Tend to Carry Graduating Credit? The course that typically carries graduating credit is the "freshman seminar course," where it is offered. (As noted previously, they are offered in slightly more than 1/2 of Pennsylvania's institutions.) Private schools tend to award degree credit for study skills courses, but

the public institutions do not. Reading courses tend to carry graduating credit at two-year public institutions, but there is not as strong a trend to do this at the other types of institutions. Additionally, only approximately 25% of all the schools offer graduating credit for writing and math services.

Thus, the trend within Pennsylvania's schools is to not offer graduating (degree) credit for DE courses. Rather, as stated at the beginning of this document, institutions tend to award either institutional credit or no credit.

Which "DE" Courses Tend to Carry Institutional Credit? Exclusive of institution type, approximately 50% of the schools offer institutional credit for DE writing and **math** courses. Within the public 4-year and 2-year institutions, institutional credits tend to be awarded for DE instruction in reading, math, and writing. In the public 4-year schools, the mean number of institutional credits awarded for each area is 3. Within the public 2-year institutions, the mean number of credits awarded for reading is 2.5, for math it is 5.13, and for writing it is 3.4.

Students Targeted for DE Services: The PADE survey found that, in general, the students targeted for DE services are fairly equally divided among the following constituents (listed in rank-order):

(1) the general student body; (2) Act 101/EOP students; (3) special admission students, excluding Act 101/EOP students; (4) learning disabled students; and, (5) English-as-a-Second-Language (ESL) students.

These patterns differ by institutional type, though. The majority of public and 2-year private institutions indicated that the general student body is one of the target groups for their DE services, but the 4-year private institutions tended to respond that the general student body is **not** one of the main target group for their services. Act 101/EOP students (lower-income students who are often academically underprepared) are a main target group in the 4-year public institutions, but not in the 2-year schools. The 4-year private institutions were equally divided on whether they identify Act 101/EOP students as a main target group. Other "special admissions" students are not main target groups in the 2-year schools, but they are for many of the 4-year schools.

The following groups were not specified as being primary target groups for DE services in the 4 and 2-Year public schools and the 2-year private institutions: returning adults, minority students, ESL students, athletes, and community groups. (It should be noted, however, that all students tend to be targeted for services at some community colleges.) The latter two groups -- athletes and community groups -- are also not target groups for the services offered by 4-year private institutions, but these institutions show a tendency to include returning adults, minority students, and ESL students as part of their main target groups for DE services.

Primary Referral Sources for DE Services: In rank order, the most common sources of referral to DE services in Pennsylvania schools are the following:

1) ***the admissions process***
2) ***the placement testing process***
3) ***self (student-referrals)***
4) ***instructional faculty***
5) ***advisors and other campus personnel***

The Admissions Office is the primary referral source for most 4-year public institutions (35%). Other substantial referral sources for this institutional type are placement tests (18%), self-referrals (17%), and faculty (16%). The admissions office (25%), as well as the placement testing process (20%), faculty (18%), and self-referrals (16%) are the main sources of referral within the 4-year private schools. Placement testing is the only main referral source in the 2-year private institutions (59%), and placement testing, as well as self-referrals, are the two main referral sources in the 2-year public institutions (60% combined). Another significant referral source at the 2-year public institutions is the faculty (17%).

As the following table shows, the referral sources vary considerably by institutional type.

Table 4

Primary Sources of Referral to *DE* Services by Institution Type

Institution Type Referral	Primary Referral Sources/Extent of
4-Year Public	Admissions Office - - - - - - - - - -
35%	
	Placement Testing - - - - - - - - - -
18%	
	Self-Referrals - - - - - - - - - -
17%	
	Faculty - - - - - - - - - -
16%	
4-Year Private	Admissions Office - - - - - - - - - -
25%	
	Placement Testing - - - - - - - - - -
20%	
	Faculty - - - - - - - - - -
18%	
	Self-Referrals - - - - - - - - - -
16%	
2-Year Public	Placement Testing - - - - - - - - - -
33%	
	Self-Referrals - - - - - - - - - -
27%	
	Faculty - - - - - - - - - -
17%	
2-Year Private	Placement Testing - - - - - - - - - -
59%	

Participation Rates among First-Year Students: Schools were asked to identify the percentage of the freshman class participating in various DE services. As presented in Table 5, the results for all institutions in general show that the programming area with the highest participation rate is writing. In descending order, the next participation rates are for math services, and then for reading

and then study skills. When interpreting the significance of this ranking for the reading and the study skills services, it is important to note that many schools do not separate their reading and study skills services. This pattern may account for the comparatively lower rankings of these two services.

Table 5

Freshman Participation Rates in DE Academic Programming in PA

	NUMBER OF SCHOOLS/% OF PARTICIPATION							
Programming Area	0%	1-10%	20-39%	40-59%	60-79%	80-99	100%	NR
Study Skills	12	29	17	2	0	2	0	12
Reading	17	30	18	2	1	0	0	10
Writing	8	26	18	11	4	1	0	9
Math	14	20	23	7	4	0	0	10
Science	52	6	3	1	0	0	0	16
ESL	39	26	0	0	0	0	0	13

The participation rates mentioned above vary by institution type, as described below:

Writing: The largest percentage of the freshman class participating in developmental writing services is found at the 2-year public institutions (36%). There are significant percentages at the 4-year public institutions

(28%), and at the 2-year private institutions (23%). Seventeen percent (17%) of the first-year students at the 4-year private schools participate in developmental writing services.

Math: The highest percentages of developmental assistance are provided in the area of math (26%, 4-year public; 55%, 4-year private; 35%, 2-year public; 23%, 2-year private).

Reading: The highest percentages of students participating in developmental reading services are in the 2-year schools (19%, private; 16%, public). Ten percent (10%) and eight percent (8%) of the freshmen participate in reading services at 4-year private and 4-year public institutions, respectively.

Study Skills: The private institutions have the largest percentages of first-year students who participate in services to develop study skills (26%, 4-year; 28%, 2-year). Within the 4-year public institutions, an average of 13% of the freshmen participate in study skills services, and within the 2-year public institutions, the average is six percent (6%).

In a general way, we can compare some of these participation figures with those from the ***Fast Response Survey***, which showed a somewhat different trend. According to this report, 21% of the freshmen nationally participate in developmental/remedial services for *math*; 16% for *writing*, and 13% for *reading*. (Study skills was not listed as a separate service area in the ***Fast Response*** report.)

Can We Expect a Change in the Numbers of Developmental Education Students? In the Pennsylvania study, the vast majority of institutions reported that the percentage of students needing DE assistance was either "remaining constant" (48%), or "increasing" (36%). Only 4% indicated that the need was "declining." These

responses would imply that DE students will continue to populate our postsecondary institutions in significant numbers.

Administration of PA's "DE" Programs: The PADE survey indicates that 64% of *DE* programming is offered through a decentralized structure (i.e., services are administered through a variety of service units); this is interesting in light of the ***NCDE*** research showing that a centralized structure is associated with student success. That study was conducted in reference to the structure of programs in the mid-1980's; at that time, 51% of the schools that participated in the study were organized in a centralized structure. While we have no date within Pennsylvania to demonstrate the effectiveness of either structure, a centralized structure is more typical in Pennsylvania's 2-year than in its 4-year schools (46% vs. 27%).

The PADE survey also shows that DE programming is most commonly offered through Academic Affairs (64%). A significantly less common arrangement is for DE services to be offered by both a combination of the Academic and Student Affairs divisions. DE programming is offered solely through the Student Affairs division in only 8% of the schools.

In Pennsylvania and nationally (***Fast Response Survey***, p. 33), DE services tend to be offered more commonly through traditional academic departments than through other units such as learning centers, tutorial centers, and counseling centers. In about 20% of Pennsylvania's schools, the services are offered by both traditional academic departments and separate service units. As Table 6 shows,

the DE services in Pennsylvania by subject are housed as follows:

1) In 44% of Pennsylvania's schools, ***reading*** services are offered through traditional academic departments, compared to a national rate of 51%.

2) In 60% of Pennsylvania's schools, ***writing*** services are offered through traditional academic departments, compared to a national rate of 65%.

3) In 61% of Pennsylvania's schools, ***math*** services are offered through traditional academic departments, compared to a national rate of 69%.

Table 6

Percentage of Schools Offering Reading, Writing, and Math Services via Academic Departments: Pennsylvania & National Data

	National*	PENNSYLVANIA
Reading	44%	51%
Writing	60%	65%
Math	61%	69%

*** National data based on *FAST Response Study* (p. 33)**

Differences in the Administration of "DE" Services by Institution Type: The differences in administration of **DE** programming are described below:

Study Skills: Programming in this area is offered by a learning center in the majority of 2-year public (9) and 4-year private (21) institutions. In the 2-year private schools, it is offered either by a learning center or by an academic department. In the 4-year public institutions, it tends to be offered via academic departments. (It should be noted that academic assistance units are departments in the state-owned SSHE schools.)

Reading: This instruction is offered most frequently via learning centers in 4-year private institutions, by academic departments in 2-year private institutions, and by either unit in the public institutions.

Writing: This instruction is offered most frequently via learning centers in 2-year private institutions, and by either learning (writing) centers or academic departments in the other institutions.

Math: Academic departments tend to offer this service in the private institutions, and either academic departments or learning centers offer this service in the public institutions.

Science: As noted in an earlier section, many schools indicate that they do not offer assistance in this area.

English-as-a-Second-Language (ESL): These services tend to be offered by learning centers or academic departments in the institutions surveyed.

Course-centered tutoring: The majority of private institutions and 2-year pubic institutions offer course-centered tutoring through a learning center. This organizational pattern is more common in 4-year schools than are other organizational patterns, but tutoring via academic departments is also common in these schools.

Funding for "DE" Services: In Pennsylvania, most institutions' DE programming is funded through a combination of external grants and institutional funding. Within each of the institutional types, the majority of the funding (over 2/3) comes from the institutions. The other major funding source is external grants, which account for 16-29% of the funding in each institutional category.

Staffing Patterns Common in DE Programs: In general, the majority of services are provided by one to five (1-5) full-time equivalent instructional personnel, some student/paraprofessional tutors, and one (1) full-time equivalent administrator.

Within institution types, there are differences evident: the largest number of full-time equivalent *faculty* teaching developmental education courses is at the 4-year public institutions (mean = 10). Next in line are the 2-year public institutions (mean = 4.4). The private institutions have an average of 2.9 (4-year), and 2.3 (2-year). This pattern also holds true for the number of professional full-time equivalent professionals who provide tutorial instruction.

The average number of *student/paraprofessional tutors* is greatest at the 2-year public schools (36.8), and then at the 4-year public institutions (26.7) and at the 4-year private institutions (24.1). The 2-year private institutions employ an average of 9.4 tutors.

The student/paraprofessional tutors work varying numbers of hours per week, with the largest number of hours of employment

occurring at the public institutions (2-year, 6.4; 4-year, 6.2). The private schools average 3.7 and 1.8 hours per week respectively for the 4-year and the 2-year schools.

The public institutions also employ a greater number of *professional counselors and/or advisors* specifically for DE students than the private schools (means = 2-year public, 4.3; 4-year public 3.6; 4-year private 1.8; 2-year private 1.2).

Last, the public institutions employ a higher number of *administrators* for DE programming than do the private schools (means = 4-year public, 2.3; 2-year public, 1.7; 4-year private. 1.4; 2-year private, 0.7).

Experiential Requirements for "DE" Faculty and Counselors/ Training & Inservice: A greater percentage of schools require counseling background with DE students than require teaching experience with DE students. In the hiring of new professional DE staff in Pennsylvania, experience teaching DE students is most commonly preferred, but not required. There is a greater tendency for it to be required in the public schools than in the private schools. Similarly, experience counseling DE students is preferred rather than required. The only exceptions to this are the 4-year public institutions, in which 50% require experience in this area.

Given the lack of background that many DE professionals have for their responsibilities initially, it appears that they learn "on the job," as well as through professional development activities. Most institutions provide funding for travel to professional

conferences and workshops, for resource materials, and for professional memberships. About one-half of the institutions provide their own training and workshops. Two-year private schools provide workshop training to a much greater extent than do the other categories of schools. Most schools do not provide funding for consultants, and the private schools are much more likely than the public schools to provide funding for membership in professional organizations.

Longevity of PA's "DE" Programs: Slightly over one-half of the programs offered at the responding institutions have been in existence for 10 or more years -- and a few (Act 101 programs, for the most part) have been in existence for slightly over 20 years. Public institutions report a longer history with offering a formal developmental education program than the private schools do (4-year public, 12.8; 2-year public, 11.3; 4-year private, 10.2; 2-year private, 6.3). It should be noted, though, that some schools responded that they have DE services, yet they do not consider themselves to have a formal DE program.

Evaluation of "DE" Programs and Services: The PADE Survey shows that the majority (89%) of institutions regularly evaluate their ***individual*** DE service areas. Although most schools evaluate regularly, **who** conducts the evaluation varies by institution type.

At the 4-year public institutions, the evaluation tends to be implemented by a combination of program staff, other institution representatives, and outside evaluators. This is also the case at

some 4-year private institutions; however, the predominant pattern at these institutions is that the evaluation is conducted by program staff. The latter is also the case at the 2-year public institutions. At the 2-year private institutions, both the program staff and outside evaluators conduct the evaluations.

Although most of the schools evaluate the separate components of developmental education programming on a regular basis, this is NOT the case with the totality of developmental education programming. Where services are offered under the auspices of a ***program***, the program as a whole is evaluated regularly by 58% of the institutions.

These evaluations are typically conducted by personnel both internal and external to the program. This tends to be more common in the 2-year private institutions than the others. In other cases, the evaluations are conducted either by program staff alone (38%) or by a combination of personnel internal and external to the service area (41%).

The **NCDE** study indicated that systematic, on-going program evaluation is correlated positively with student success. According to that survey, however, only 20% of the schools regularly conducted evaluation of their developmental education programs, although a higher percentage evaluate their courses regularly. The ***Fast Response Survey*** indicated that "almost all" schools conduct evaluations of their developmental education programming (p. 10). Further, this study shows that these evaluations commonly judge program effectiveness on four to five factors:

1) **student evaluations**
2) **faculty evaluations**
3) **course completion rates**
4) **grades in follow-up courses**
5) **other follow-up variables**

In 93% of Pennsylvania's institutions, the effectiveness of **DE** programming is typically based on multiple factors, as it is nationally. In 59% of Pennsylvania's schools, program effectiveness is based on two, three, or four factors, and in 34% of the schools, it is based on 4 or more factors. Some of these factors include achieving goals and objectives, specific student retention and/or graduation rates, post-test results or gain scores; reports of student satisfaction and student usage; student grades; and, in some cases, innovative measures of evaluation such as portfolios.

WHAT CONCLUSIONS CAN BE DRAWN FROM THE PADE STATEWIDE SURVEY?

Our response rate was adequate statistically, but low; therefore, we are able to draw only ***tentative conclusions*** about the nature and extent of developmental education in Pennsylvania.

With that caveat in mind, our data show the following trends in Pennsylvania:

1) The most frequent primary operational definition of developmental education programming in Pennsylvania is really a **remedial** one; however, developmental definitions are also common.

2) The majority of Pennsylvania's postsecondary degree-granting institutions offer developmental/remedial programming. The majority of institutions offer both academic services and special advising and counseling services for **DE** students.

3) Many different groups of students are participating in services offered as DE.

In some schools, more than one-half of the freshman class participates in at least one DE service.

4) Within the major areas of DE programming (study skills, reading, math, writing), DE services are offered on a group basis far more frequently than on an individual basis. Assistance with science is offered much less frequently, and it tends to be offered via individualized tutorials rather than in a group format.

5) The types of developmental education programming provided in Pennsylvania mirror national trends; however, there are two areas of difference. First, the organizational structure under which the services are offered differs from the national trend. Pennsylvania's schools favor a decentralized structure rather than the centralized model. Second, Pennsylvania provides services on a group basis to a greater extent than is found nationally; however, there is a greater tendency to award "no credit" for these services in Pennsylvania than there is nationally.

6) The primary developmental education programming services offered in Pennsylvania reflect some of the "best practices" elucidated in the NCDE project. These practices include providing special advising and counseling programs, mandatory placement testing, and program evaluation.

The PADE survey was not designed to assess the extent to which Pennsylvania's schools include other "best practices" identified in this study such as evaluation of tutoring and advising/counseling programs; instructional practices of frequent testing and immediate feedback; integrating critical thinking skills; expecting mastery level performance; providing lab activities and individualized instruction; requiring remediation; and locating support activities in close proximity to classroom instruction (NCDE).

RECOMMENDATIONS FOR FUTURE ACTION & RESEARCH

The two national reports, "***College-Level Remediation ...***" ***(i.e., the "Fast Response Survey")*** and the "***National Study of Developmental Education . . .***" were published **since** our PADE Survey was conducted. To have a better picture of practices that contribute to successful programming within Pennsylvania, the following series of recommendations is offered:

1) Revise the existing PADE survey in light of the information provided in the ***Fast Response*** and the ***NCDE Report*** to make it possible to draw more comparisons between national and state status.

2) Solicit input for survey revision from the PADE membership who reads this monograph, as well as from the legislators and campus leaders who are in decision-making roles about the **DE** program.

3) Administer the revised survey within the next two years.

4) Require that *Pennsylvania's DE* programs conduct regular, meaningful, multidimensional and rigorous program evaluation on a regular basis. It is important that programming decisions be made based on this evaluation.

5) Publish and/or otherwise disseminate the results of the program evaluations to provide models for other programs.

6) Adopt a consistent definition of "developmental education" within Pennsylvania to differentiate it from "remedial education," with which it is sometimes used synonymously and sometimes confused, especially by decision-makers.

7) Continue to work to have credit awarded for **DE** services. There are a number of positive benefits to this, including the motivation it provides to students, the "prestige" it affords the instruction, and the ability it provides students to focus on a limited number of courses per term. Consistent with this goal is the goal of having the financial aid system recognize **DE** as a bona fide educational endeavor.

8) Continue to work with campus agency personnel, as well as federal and state legislators, to educate them about the purposes and status of **DE** within Pennsylvania.

9) Conduct ***and disseminate*** a study of the "best practices" in the field of developmental education within the different institutions in Pennsylvania.

CJW (2/94)

Endnote

[1] *PADE Information Sheet* (1992). PADE Subcommittee on Mission & Goals, Willie Woods (Chair).

References

Boylan, H.R., Bonham, B.S., & Claxton, C.S. (1992, November). ***Report of the EXXON/NCDE national study of developmental education***. Paper presented at the first National Conference on Research in Developmental Education, Charlotte, NC.

National Center for Education Statistics. (1991). ***College-level remedial education in the Fall of 1989***. (Contractor Report, Data Series: FRSS-38). Washington, DC: Office of Educational Research and Improvement.

APPENDICES

APPENDIX A

February 1, 1992

Dear Campus Administrator:

The Pennsylvania Association of Developmental Educators (PADE) is a statewide organization which is working to improve the status and understanding of developmental education within Pennsylvania's postsecondary institutions. We are affiliated with the National Association of Developmental Educators (NADE).

The enclosed survey was designed to help PADE learn more about the types and extent of developmental/remedial education currently offered in Pennsylvania. We would appreciate your assistance with this project by forwarding the survey to the person at your institution who is most familiar with your developmental/remedial education programming.

Our target date for receipt of the completed surveys is March 16, 1992.

Thank you for your cooperation. If there are questions concerning the survey, please contact me at (412) 357-2729.

Sincerely,

Carolyn Wilkie, Chair
PADE Statewide Survey

Enclosures

APPENDIX B

Pennsylvania Association of Developmental Educators (PADE)

Statewide Survey of Developmental Education Programming

Name of Institution: _____

Name/Position of Contact Person: _____

_____

Address/Telephone Number: _____

_____

INSTITUTION INFORMATION

1. Institution type

   a) 4-yr public; b) 4-yr private; c) 2-yr public; d) 2-yr private; e) proprietary; f) other

2. Undergraduate FTE (full-time equivalent) enrollment:

   a) <3000; b) 3001-5999; c) 6000-8999; d) 9000-11999; e) 12000-14999; f) 15000+

3. Number of first-year students (FTE):

   a) <400; b) 400-699; c) 700-999; d) 1000-1299; e) 1300-1599; f) 1600+

4. Undergraduate admissions:

   a) primarily open enrollment; b) primarily restrictive enrollment

DEVELOPMENTAL EDUCATION PROGRAMMING

What is the PRIMARY format in which each of the following types of developmental/remedial education programming is offered? Please choose only one response per item. Key:

A = course(s) for graduating academic credit;
B = course(s) for institutional (non-graduating) credit;
C = course(s) for no credit
D = non-credit workshops/seminars/groups (other than classes), including supplemental instruction
E = individualized tutorials
F = no assistance is offered in this area
G = Other

5. Study/learning skills ---------- _____
6. Developmental/remedial reading--- _____
7. Developmental/remedial writing--- _____
8. Developmental/remedial math------ _____
9. Developmental/remedial science -- _____

Please indicate which of the following services are provided by your institution. Mark only ONE response per item.

10. Freshman seminar classes --

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a) are offered for graduating credit
b) are offered for institutional (non-graduating) credit
c) are offered for no credit
d) are not offered

11. A summer (pre-college) program --

a) is offered for graduating credit
b) is offered for institutional or no credit
c) is offered for both graduating and institutional credit
d) is not offered

12. A summer (pre-college) program --

a) is required of some students
b) is required of ALL students
c) is available, but optional for students
d) is not available

13. A counseling/advising program specifically for developmental ed. students--

a) is required of first-year developmental education students
b) is optional for first-year developmental education students
c) a separate program is not available for developmental ed. students

14. A placement testing program --

a) is required of ALL first-year students
b) is required of developmental education students
c) is optional for developmental education students
d) is not available

Please circle the appropriate response:

16. English-as-a-second-language (ESL) programming is offered. (Yes - No)

17. Campus-wide program of course-centered tutoring is offered. (Yes - No)

18. Services such as readers/testers are offered for learning disabled students. (Yes - No)

Indicate the number of developmental/remedial courses offered for graduating credit for each area listed below:

19. Study Skills - _____; 20. Reading ..... _____; 21. Writing ..... _____;
22. Math ..... _____; 23. Science ..... _____; 24. ESL ..... _____;

Indicate the MAXIMUM number of GRADUATING CREDITS that can be earned in developmental/ remedial courses for each area listed.

25. Study skills -- _____; 26. Reading ..... _____;
27. Writing ..... _____; 28. Math ..... _____;
29. Science ..... _____; 30. ESL ..... _____;

Indicate the NUMBER of developmental/remedial COURSES offered for institutional

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(non-graduating) credit for each area listed.

31. Study skills ------ _____; 32. Reading---------- _____;
33. Writing ---------- _____; 34. Math---------- _____;
35. Science ---------- _____; 36. ESL---------- _____;

Indicate the MAXIMUM number of INSTITUTIONAL CREDITS (non-graduating credits) that can be earned in developmental/remedial courses for each area listed below.

37. Study skills ------ _____; 38. Reading---------- _____;
39. Writing---------- _____; 40. Math---------- _____;
41. Science---------- _____; 42. ESL---------- _____;

43. Do your institutional credits count toward the grade point average? Yes --- No.

TARGET GROUPS: Which of the following best describes the *main group(s)* for whom developmental education services are provided? (Choose only main groups, avoiding duplication, where possible.) (Circle answer choices.)

44. General student body
45. Act 101/EOP/Special Services students
46. Special admissions students, excluding Act 101/EOP
47. Returning adult students
48. Learning disabled students
49. Minority students
50. English-as-a-second-language (ESL) students
51. Athletes
52. Community groups

Indicate the approximate percentage of referrals to your services from each of the following sources.

53. Admissions office ---------- _____%;
54. College counselors/advisors - _____%
55. Instructional faculty-------- _____%;
56. Administrators (other than admissions personnel)-- _____%
57. High school teachers/guidance counselors---------- _____%
58. Placement testing process ---------- _____%
59. Self-referrals ----------_____%

Indicate the approximate PERCENTAGE of the freshman class that participates in the following remedial/developmental services.

60. Study skills ------ _____%; 61. Reading---------- _____%
62. Writing---------- _____%; 63. Math---------- _____%
64. Science---------- _____%; 65. ESL---------- _____%

66. Is the percentage of students needing developmental education services:

a) increasing at your institution; b) decreasing; c) staying about the same

ADMINISTRATION & STAFFING

Circle the appropriate response for each of the following items:

67. Is developmental/remedial education programming (a) centralized (offered through one unit); or (b) decentralized (offered through 2 or more units)?

68. Are services housed under (a) Academic Affairs, (b) Student Affairs, (c) both, or (d) other?

Indicate which unit offers each of the developmental/remedial services listed below.

Key: a = learning Center or other developmental program
b = academic department
c = other
d = not offered

69. Study skills --- _____;
70. Reading--------- _____
71. Writing--------- _____;
72. Math ---------- _____
73. Science-------- _____;
74. ESL services---- _____
75. Course-centered tutoring ----- _____;

Using *PERCENTAGES*, please indicate the proportion of funding for developmental education staffing and programming provided by each of the following funding sources.

76. External grants (Act 101, TRIO, etc.) _____%
77. Special fees charged for services. . _____%
78. General institutional budget . . . . _____%
79. Other . . . . . _____%

List the number of staff providing developmental education services *EACH TERM*:

80. # full-time equivalents (professionals) who teach developmental education courses: _____

81. # full-time equivalents (professionals) who provide tutorial non-credit tutorial instruction: _____

82. # student/paraprofessional tutors: _____

83. Average # hrs/week each per student tutor: _____

84. # full-time equivalents (professionals) who provide counseling/advising in conjunction with developmental education programming: _____

85. # student/paraprofessional counselors/advisors who provide counseling/advising in conjunction with developmental education programming: _____

86. Average # hrs/week each per student/paraprofessional counselor: _____

87. # full-time equivalents (professionals) who fulfill administrative responsibilities in conjunction with developmental education programming: _____

TRAINING/INSERVICE PROGRAMMING

Are the following training and inservice activities typically provided for professional developmental education staff? (Circle the appropriate response.)

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88. Funds for travel to workshops/conferences . . . . . (Yes ----- No)
89. Funds for professional resource materials . . . . . (Yes ----- No)
90. Workshops/training offered by institution . . . . . (Yes ----- No)
91. Consultants . . . . . (Yes ----- No)
92. Funding for membership in professional organizations. (Yes ----- No)

93. To what extent is experience teaching developmental education students expected in your hiring of teaching staff?

a) required; b) preferred, but not a requirement; c) not a factor; d) NA

94. To what extent is experience counseling and/or advising developmental ed. students expected in your hiring of counseling/advising staff?

a) required; b) preferred, but not a requirement; c) not a factor; d) NA

EVALUATION

95. Is evaluation undertaken of the individual types of developmental education services on a regular basis? (Yes------ No)

96. Is this evaluation conducted primarily by: a) program staff; b) other institutional representatives; c) (a) & (b); d) outside evaluators; e) all of the above

97. Is evaluation undertaken of the whole developmental education program on a regular basis? (Yes ------ No------- Not Applicable)

98. Is this evaluation conducted primarily by: a) program staff; b) other institutional representatives; c) (a) & (b); d) outside evaluators; e) all of the above

99. On which of the following is program effectiveness primarily based?

a) achieving program/unit goals & objectives
b) achieving a specific student retention and/or graduation rate
c) achieving specific post-test results or gain scores
d) reports of student satisfaction and/or student testimonials
e) student usage/attendance
f) student grades
g) portfolios or other innovative types of evaluation
h) none of the above
i) 2-4 of the above
j) more than 4 of the above

100. For how many years has your institution had a formal program of developmental education?

_____ years

General comments/explanations:

WE THANK YOU FOR COMPLETING THIS SURVEY!

[Please return the survey by March 16, 1992 in the envelope provided.]

Return Address:

Carolyn Wilkie, PADE Survey Chair
Learning Center/Act 101 Program
203 Pratt Hall
Indiana University of Pennsylvania
Indiana, PA 15705

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APPENDIX C

PENNSYLVANIA ASSOCIATION OF DEVELOPMENTAL EDUCATORS (PADE)

STATEWIDE SURVEY RESULTS

BACKGROUND INFORMATION:

Date of survey: January - May, 1992

Number of institutions to which the survey was sent: 189

Number of institutions that returned the survey: 80 (42.3%)

Number of responding institutions that have DE programming: 78/80 (97.5%)

Personnel to whom the survey was sent: Academic Vice President

---

RESPONSES: (Note that some respondents did not answer each item. In addition, some institutions offer more than one developmental education program. In cases where multiple responses were given to an item because of this, the response that was reported was the MOST inclusive one.)

Responses are reported as RAW DATA:

Q 1:	A - 16;	B - 35;	C - 15;	D - 9;	E - 3;	F - 2
Q 2:	A - 55;	B - 9;	C - 8;	D - 1;	E - 1;	F - 4
Q 3:	A - 38;	B - 15;	C - 5;	D - 7;	E - 6;	F - 7
Q 4:	A - 39;	B - 39;				

For items 5 - 9, only the most frequent responses are indicated below. If more than one response was given, the one that is the most formal pattern is reported.

Q 5:
- 26 - Graduating credit course(s)
- 23 - Group instruction (non-credit)
- 10 - Non-graduating credit (institutional-credit) course(s)
- 10 - Individualized tutorials

Q 6:
- 22 - Non-graduating credit (institutional-credit) course(s)
- 15 - Graduating credit course(s)
- 13 - Individualized tutorials
- 11 - No assistance offered

Q 7:
- 30 - Non-graduating credit (institutional-credit) course(s)
- 16 - Graduating credit course(s)
- 12 - Individualized tutorials

Q 8:
- 28 - Non-graduating credit (institutional-credit) course(s)
- 15 - Individualized tutorials
- 14 - Graduating credit course(s)

Q 9:
- 30 - No assistance offered
- 25 - Individualized tutorials

Q 10:	A - 34;	B - 2;	C - 7;	D - 32
Q 11:	A - 13;	B - 26;	C - 8;	D - 29
Q 12:	A - 32;	B - 2;	C - 15;	D - 27
Q 13:	A - 29;	B - 14;	C - 30	

Q 14: A - 60; B - 4; C - 2; D - 11

Q 16: Yes - 42; No - 35; NR - 1
Q 17: Yes - 67; No - 10; NR - 1
Q 18: Yes - 57; No - 20; NR - 1

	0	1	2	3	4	5	6	7+	NR
Q 19:	52	22	3	0	0	0	0	0	1
Q 20:	52	18	6	1	0	0	0	0	1
Q 21:	49	20	5	2	0	0	1	0	1
Q 22:	54	16	6	1	0	0	0	0	1
Q 23:	72	4	1	0	0	0	0	0	1
Q 24:	61	9	4	3	0	0	0	0	1
Q 25:	55	7	4	10	1	0	0	0	1
Q 26:	54	2	3	14	2	0	2	0	1
Q 27:	53	3	2	13	0	0	5	0	2
Q 28:	58	2	0	12	0	1	3	0	2
Q 29:	72	0	0	3	0	0	1	0	2
Q 30:	62	1	0	6	2	0	5	0	2
Q 31:	58	14	1	2	0	1	1	0	1
Q 32:	49	16	7	3	0	0	1	1	1
Q 33:	42	25	5	3	0	0	1	1	1
Q 34:	39	19	13	3	0	0	2	1	1
Q 35:	73	4	0	0	0	0	0	0	1
Q 36:	62	4	4	1	2	1	0	3	1
Q 37:	62	3	3	8	0	1	0	0	1
Q 38:	49	1	2	16	3	0	5	1	1
Q 39:	38	1	2	25	2	1	6	1	2
Q 40:	37	1	3	18	2	1	12	2	2
Q 41:	73	0	0	2	1	0	0	0	2
Q 42:	62	0	0	4	0	0	6	5	1

Q 43: Yes - 34; No - 17; NR - 24; NA - 3

Q 44: Yes - 33; No - 44; NR - 1
Q 45: Yes - 38; No - 39; NR - 1
Q 46: Yes - 31; No - 46; NR - 1
Q 47: Yes - 12; No - 65; NR - 1
Q 48: Yes - 24; No - 53; NR - 1
Q 49: Yes - 9; No - 68; NR - 1
Q 50: Yes - 25; No - 52; NR - 1
Q 51: Yes - 4; No - 73; NR - 1
Q 52: Yes - 2; No - 75; NR - 1

	0	1-19	20-39	40-59	60-79	80-99	100	NR
Q 53:	34	13	10	10	3	4	1	2
Q 54:	39	14	17	5	0	1	0	2

Q 55:	32	12	20	11	0	1	0	2
Q 56:	53	15	3	4	1	0	0	2
Q 57:	64	11	1	1	0	0	0	3
Q 58:	38	14	4	6	4	4	0	2
Q 59:	40	15	3	10	3	1	0	2
Q 60:	12	29	17	2	0	2	0	12
Q 61:	17	30	18	2	1	0	0	10
Q 62:	8	26	18	11	4	1	0	9
Q 63:	14	20	23	7	4	0	0	10
Q 64:	52	6	3	1	0	0	0	16
Q 65:	39	26	0	0	0	0	0	13

	A	B	C	D	NR	
Q 66:	29	3	38	-	8	
Q 67:	26	46	-	-	6	
Q 68:	48	6	17	4	3	
Q 69:	38	16	6	2	6	(AB - 7; AC - 3)
Q 70:	22	27	2	10	7	(AB - 10)
Q 71:	11	42	1	5	3	(AB - 16)
Q 72:	10	40	1	7	5	(AB - 15)
Q 73:	10	13	0	33	17	(AB - 2; NA - 2)
Q 74:	13	18	4	1	12	(AB - 5; AC - 1)
Q 75:	47	6	5	1	14	(AB - 5)

	0	1-20	21-40	41-60	61-80	81-99	100	NR
Q 76:	29	6	11	10	5	3	0	14
Q 77:	61	0	1	1	1	0	0	14
Q 78:	4	4	6	11	8	6	25	14
Q 79:	61	3	0	0	0	0	0	14

	0	1-5	6-10	11-14	15+	NR	
Q 80:	18	42	9	2	4	3	
Q 81:	25	44	2	0	3	4	
Q 82:	19	8	3	7	5(15-19)	4	(20-24=3; 25+ = 29)
Q 83:	17	32	6	14	4(15-19)	5	(20+ = 0)
Q 84:	see below						
Q 85:	54	9	3	5	2(15-19)	4	(20+=1)
Q 86:	55	4	2	7	1	4	(20+=3)

Q 84: 0 = 15; .1-1.99 = 23; 2.0-3.99 = 22; 4.0-5.99 = 9; 6.0-10.0=2

Q 87: 0 = 17; .1-0.99 = 6; 1.0-1.99 = 29; 2.0-2.99 =13; 3.0-3.99 = 3; 4-6 = 4; 7-10 = 1; 11+ = 2; NR = 3

Q 88: Yes - 68; No - 1; NR - 9
Q 89: Yes - 63; No - 4; NR -11
Q 90: Yes - 38; No - 32; NR - 8
Q 91: Yes - 23; No - 42; NR -13
Q 92: Yes - 47; No - 22; NR - 9

Q93: A - 12; B - 32; C - 22; D - 9; NR - 3
Q94: A - 18; B - 33; C - 13; D - 8; NR - 6

Q95: Yes - 63; No - 8; NR - 6; NA - 1

Q96: A - 26; B - 3; C - 6; D - 6; E - 22; NR - 9; AB - 2; AD - 4

Q97: Yes - 34; No - 25; NR - 6; NA - 13

Q98: A - 16; B - 0; C - 7; D - 3; E - 18; NA - 5; NR - 28; AD - 1

Q99: A - 2; B - 1; C - 1; D - 0; E - 0; F - 1; G - 0; H - 0;
I - 40; J - 23; NR - 10

	0*	1-4	5-9	10-14	15-19	20-24	25+	NR
Q100:	13	9	8	12	18	8	5	5

* Most institutions that responded "0" to this item noted that they have *services*, but not a developmental education *program*.

SELECTED COMMENTS:

"Developmental education services are integrated with liberal arts courses and taught using collaborative learning approaches."

"Developmental education at this university is not a major concern due to the caliber of the students normally attending."

"[We] do very little that meets the probable idea of 'developmental education.' We certainly have some LD students and others who need special supports, and we individually develop a package of services for them. But as far as a program, we have so few students in this category that there is no need. We do offer freshman seminars and a summer program, but they are academic and not developmental."

"Students who are identified as having need for remediation and/or special tutoring are assisted on an individual basis. Numbers do not warrant a developmental program per se."

"Thank you for your initiative in doing this survey. It will be useful to all of us."

Compiled by CAROLYN WILKIE, CHAIR
PADE STATEWIDE SURVEY COMMITTEE (6/92)